

DOCUMENT RESUME

ED 194 250

RC 012 317

AUTHOR Cox, J. Lamarr: And Others
 TITLE Mobility Patterns of Children of Migrant Agricultural Workers.
 INSTITUTION Research Triangle Inst., Research Triangle Park, N.C.
 PUB DATE 6 Jul 77
 CONTRACT 300-76-0095
 NOTE 66p.: For related documents, see RC 012 316 and RC 012 318.

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Elementary Secondary Education: *Interstate Programs: *Migrant Children: *Migration: Migration Patterns: *Online Systems: Population Distribution: *Student Mobility: *Student Records
 IDENTIFIERS *Migrant Student Record Transfer System

ABSTRACT

Narrative text, tables, and maps summarize information derived from a random sample of 20% of the Migrant Student Record Transfer System (MSRTS) data base as it existed in June 1976 related to the mobility patterns of migrant children in the contiguous United States and Puerto Rico from January 1975 to April 1976. The data base is a tabulation of to/from information for migrant children enrolled in different states on each of the two dates of any one of various pairs of selected dates. Some limitations are deemed inherent, for instance: (1) data may be distorted by generalizing findings where the number of moves was small, (2) the MSRTS data base shows 117,000 "transactions" for the 20% sample, (3) there is no way to distinguish a school withdrawal caused by an interstate move from a withdrawal caused by some other factor, (4) enrollment of migrant children in nonproject schools during parts of the year are not usually recorded on the MSRTS, (5) most interstate moves by migrant children take place during the summer; (6) children may have been in different statuses at various times in the 15 months covered. Included is a grouping of states into regions on the basis of common patterns of interchange of migrant children, summary of moves to/from each state, brief analysis of 300 individual migrant student records systematically selected from the 20% sample and an analysis of school enrollment data on 7-, 8-, and 9-year-old migrant children. (AN)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *



RESEARCH TRIANGLE INSTITUTE

Center for Educational Research and Evaluation

RTI Project No. 22U-1235

6 July 1977

MOBILITY PATTERNS OF CHILDREN OF MIGRANT
AGRICULTURAL WORKERS

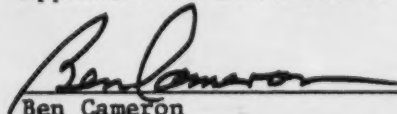
J. Lamarr Cox

Ben Cameron

Nileen Hunt

Joy Lewis

Approved for Transmittal:



Ben Cameron
Project Director

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dr. Ben

Cameron

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Contract No. 300-76-0095

ED194250

RC 012317

6 July 1977

MOBILITY PATTERNS OF CHILDREN OF MIGRANT AGRICULTURAL WORKERS

by

J. Lamarr Cox

Ben Cameron

Nileen Hunt

Joy Lewis

Submitted by

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION
RESEARCH TRIANGLE INSTITUTE

to

OFFICE OF PLANNING, BUDGETING, AND EVALUATION
U.S. OFFICE OF EDUCATION

Contract No. 300-76-0095

This work was developed under a contract (300-76-0095) with the Office of Evaluation and Dissemination, U.S. Office of Education, Department of Health, Education and Welfare. However, the content does not necessarily reflect the position or policy of that agency and no official endorsement of these materials should be inferred.

TABLE OF CONTENTS

	<u>Page</u>
Table of Contents	1
List of Tables and Figures	ii
 I. INTRODUCTION	 1
A. Relationship to Other Studies	1
B. Methodology Used	3
C. Limitations of the Study	4
D. Overview of Remainder of Report	6
 II. REGIONAL MOBILITY PATTERNS	 8
A. East Coast Region	10
B. Florida Region	10
C. Great Lakes Region	13
D. North Central Region	13
E. South Central Region	13
F. Texas Region	17
G. Western Region	17
H. Major Migratory Routes	20
 III. TO/FROM MOVES BY INTERSTATE MIGRANT CHILDREN IN EACH STATE	 23
 IV. ANALYSIS OF INDIVIDUAL STUDENT MSRTS RECORDS	 34
A. Analyses of 300 MSRTS Student Records	34
B. Compilation of Data on School Enrollment of Seven-, Eight-, and Nine-Year-Old Migrant Children	36
 APPENDIX A: Methodology	 42
A. State Tabulations	43
B. Definition of "Unspecified"	43
C. Analysis of Data	48

LIST OF TABLES AND FIGURES

<u>Figure</u>		<u>Page</u>
1	Regions with Varying Interstate Migratory Patterns	9
2	East Coast Region Interstate Migratory Patterns January 1975 - April 1976	11
3	Florida Region Interstate Migratory Patterns January 1975 - April 1976	12
4	Great Lakes Region Interstate Migratory Patterns January 1975 - April 1976	14
5	North Central Region Interstate Migratory Patterns January 1975 - April 1976	15
6	South Central Region Interstate Migratory Patterns January 1975 - April 1976	16
7	Texas Region Interstate Migratory Patterns January 1975 - April 1976	18
8	West Coast Interstate Migratory Patterns January 1975 - April 1976	19
9	Major Migratory Routes	21

<u>Table</u>		
1	Analysis of 300 MSRTS Student Records	35

MOBILITY PATTERNS OF CHILDREN OF MIGRANT AGRICULTURAL WORKERS

I. INTRODUCTION

In the course of planning a study of the impact of the ESEA Title I Migrant program on participating children, and of the validity of data in the Migrant Student Record Transfer System (MSRTS) as they are used in the allocation of funds, the Research Triangle Institute (RTI), under contract with the United States Office of Education, undertook a study of the characteristics of the population of the children of migratory agricultural workers and fishermen in the United States. This study has been separately reported.^{1/} This earlier study noted the number of migrant children enrolled on the MSRTS by State and by month for the year 1975; the status (interstate, intrastate, formerly migrant) of migrant children in each State as reflected by the FTE data derived from MSRTS information; the mean numbers of school enrollment segments and unique schools shown on MSRTS records for the regular 1974-75 school term and the 1975 summer term; the number of migrant children enrolled in a school on a possible pretesting date shown being enrolled also at the same school at a later hypothetical posttest time, for several pairs of possible testing dates; and a summary of a literature review on mobility of migrant children. This report summarizes a compilation of information from the MSRTS data base as it existed in June 1976 related to the mobility patterns of migrant children in the contiguous United States and Puerto Rico from January 1975 to April 1976. Its purpose is to augment the previously reported student mobility information by noting additional information on migratory patterns, based on further analysis of MSRTS data.

A. Relationship to Other Studies

No exhaustive separate study of the literature was made to attempt to discover previous quantitative studies of migration patterns; however, references encountered seem generally to have reflected accumulated impressions, and

^{1/} Cox, J. L., Pyecha, J., and Cameron, B. Characteristics of the Migrant Student Population, Study of the ESEA Title I Migrant Program, Research Triangle Park: Research Triangle Institute, September 1976.

occasionally to have taken the form of maps showing the three generally accepted migrant streams.^{2/} The literature relating to mobility was briefly summarized in RTI's earlier report on its survey of the literature relating to migrant education.^{3/} Except for two studies that gave the results of interviews with limited samples of migrant parents and reported an apparent reduction in the frequency of moves by intact families with school-age children,^{4/} and another exception that is noted in the next paragraph, published information is limited almost exclusively to informed impressions.

As the MSRTS has become more widely used, and particularly as new legislation^{5/} has made the number of children listed on the MSRTS the basis for the allocation of funds, and furnished a direct incentive for migrant educators to see that all recognized migrant children are listed on the data base as they move into a new State, MSRTS data have begun to furnish a presumably valid source of mobility information. A series of studies utilizing these data for individual sponsoring States^{6/} provided initial quantitative information. The same type of information soon became routinely available from the MSRTS, which currently provides tabulations of interstate moves to any State upon request.

^{2/} For example, see National Migrant Information Clearinghouse, Migrant Programs in the Southeastern States and Washington, D.C., Austin, TX: Juarez Lincoln Center, September 1974.

^{3/} Fisher, M.D., Rosenthal, Y., Cameron, B., Hunt, N., and Butler, M.A. Migrant Culture, Education, and Programs: A Review of the Literature Related to the Study of the ESEA Title I Migrant Program, Research Triangle Park: Research Triangle Institute, September 1976, pp. 30-34.

^{4/} Consulting Services Corporation. Decision Making Framework: Migrant Education. Seattle, June 1971, p. 23; Exotech Systems, Inc., An Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agriculture Workers, Falls Church, VA, January 1974, Vol. II, p. II-5.

^{5/} P.L. 93-380, August 1974.

^{6/} D.A. Lewis, Associates, Inc. has completed several studies to show intrastate and interstate movement patterns. Reports are entitled: A Study of the State of xxx to Define Movement Patterns of Migrant Children. Specific reports consulted have been: Idaho (June 1976), New Jersey (January 1975) and Washington (September 1975).

The Lewis studies most closely resemble the study reported here, though they included extensive examination of intrastate moves for the three States referenced. The reports produced by the MSRTS are characterized by the utilization of cumulative information; all movement data from the active data file are aggregated without internal time parameters. Moreover, inclusion of data accumulated prior to 1975 is likely to introduce a small bias because of some differences among States and localities in their policies or practices of entering data before they were used for fund allocation.

Though analyses such as those listed above can help each State understand in somewhat quantitative terms the predominate areas with which students are likely to be shared, studies primarily reflecting accumulated impressions may serve to help mask other elements of movement patterns. For example, impressions received from many who work with migrant children indicate almost unanimously that the three traditional migrant "streams" have essentially disappeared. While these traditional streams may have diminished in terms of large groups of migrants moving together, with or without a contractor, data presented here indicate that perceptible patterns corresponding to the streams remain.

The thrust of the effort to describe patterns of migration in this report is to introduce time parameters, and to describe migration in terms of these parameters within a limited period, all of which falls after the date on which legislated use of MSRTS data for the allocation of funds was instituted.

B. Methodology Used

The data upon which this report is based are a compilation of information from a random sample of 71,327 (approximately 20 percent) of the total 345,312 active migrant student records on the MSRTS as of 6 June 1976. The data base for most of this report is a tabulation of to/from information for migrant children enrolled in different States on each of the two dates of any one of various pairs of selected dates (the methodology is more completely described in Appendix A). The selected pairs of dates are as follows:

1. The first and last days of each month from May 1975 through April 1976.
2. 15 April 1975 and 15 July 1975.

3. 15 July 1975 and 15 October 1975.
4. 15 October 1975 and 15 April 1976.
5. 15 April 1975 and 15 October 1975.
6. 15 January 1975 and 15 January 1976.

It should be emphasized that the to/from information as further discussed in Sections II and III of this report refers only to those cases where the MSRTS records show a child to be enrolled in one State on the first date of one of the above-listed 17 pairs of dates, and enrolled in a different State on the second date of the pair of dates. For these sets of dates, 8,810 such moves were identified within the sample described.

Data were analyzed by listing, for each State and for each pair of dates, the number and dates of interstate moves that originated or terminated in the State, with the sending or receiving State being identified for each move. Each of these 49 lists of data was analyzed to determine the major supplying and receiving States for migrant children, and the magnitude and dates of migration for each State. The same procedure was then used to determine major interregional migratory patterns.

The methodology used to analyze additional individual student MSRTS records is outlined in Section IV.

C. Limitations of the Study

The major limitations of the study of migratory patterns are inherent limitations in the data on interstate moves. These statements of data limitations are not in any way intended to reflect negatively on the MSRTS data, but rather are intended to point out reasons for caution in interpreting conclusions based on data that were collected by the MSRTS for purposes that are totally different from those for which they are utilized in this study. Some of these limitations are as follows:

1. There is risk of distorting the data by generalizing findings where the number of moves was small. Since the 8,810 interstate moves were based on a 20 percent sample of the total MSRTS file, the 8,810 cases theoretically represent approximately 44,000 moves. However, if the records show, for example, that five migrant children were enrolled in Wyoming on 1 May 1975 and in Delaware on 31 May 1975, it cannot be assumed with any high

degree of confidence that this actually represents the movement of five times five or 25 migrant children from Wyoming to Delaware in May 1975.

2. The MSRTS data upon which this study is largely based show a total of approximately 117,000 "transactions" for the 20 percent sample of the total MSRTS file. A "transaction" is considered to have taken place when a child is shown to be registered in a particular State on only one of the two dates in any of the pairs of dates listed in Subsection B above. On the other date in the pair, the child is either (a) enrolled on the MSRTS in a different State, or (b) shows no enrollment on the MSRTS for that specific date at all. For 92.5 percent of the transactions, the child is not shown to be enrolled on the MSRTS at all on one of the two dates in the pair. This means that the moves discussed in this report represent only 8.810, or 7.5 percent of the total possible interstate moves. There is no way to estimate the actual number of interstate moves, or what fraction of the actual number is represented by the moves reported.

While the major reason for this low percentage is undoubtedly the one identified in the next paragraph (3), another significant contributor is an artifact of the choice of any pair of dates. Consider this scenario: Assume that a child was enrolled in Florida on 1 May 1975; moved from Florida on 20 May 1975; enrolled in New York on 20 July 1975; moved from New York on 10 August 1975; enrolled in North Carolina on 5 September 1975; left North Carolina on 20 October 1975; and reenrolled in Florida on 5 November 1975. The data compiled for this report would show the child in Florida on 1 May 1975 and "unspecified" (i.e., the child would not be enrolled on the MSRTS on the specified date) on 31 May 1975; "unspecified" on 1 July 1975 and in New York on 31 July 1975, etc. Since the data used for this report are not child-specific (that is the data include only the number of children in one State on one of the dates of a pair and in another State on the other date) only the move from Florida to North Carolina and the move from North Carolina to Florida could have been included in the data in this report (Florida, 15 April 1975 and North

Carolina, 15 October 1975; and North Carolina, 15 October 1975 and Florida, 15 April 1976).

3. There is no way to distinguish a school withdrawal that results from some other reason (e.g., school closing at the end of the school year or end of a summer session, student dropout, even death) from a withdrawal preceding an interstate move. Similarly, there is no way to distinguish an MSRTS-listed school enrollment following such a move from enrollments resulting from other factors, including school opening or enrollment of newly-recruited children.

Apparent movement patterns are dependent on school/project operating dates, and can be misleading. E.g., a summer project may close, and show withdrawals in July, but children may remain in the area through August. Or a child may show a school withdrawal when school closes in May, with reenrollment on the MSRTS in September; whether or not the child travels in the summer will not be known unless a school/project enrollment at another location is shown.

4. Enrollment of migrant children in nonproject schools during parts of the year are not usually recorded on the MSRTS. Interstate moves involving such schools most likely would not be included in the data for this report.
5. Most interstate moves by migrant children take place between April or May and September or October; that is, primarily during the summer months. However, as indicated by MSRTS data, only about 20 percent^{7/} of the migrant children who attend school during the regular school term also attend summer school. For the remaining 80 percent, those children who made interstate moves during the summer but did not enroll in summer school would not be included in the data base for this report if they returned to their original States at the end of the summer season.
6. Indications of migrant status are those shown on 6 June 1976; children may have been in different statuses at various times in the 15 months covered by the data presented.

^{7/} Cox, et.al., op. cit., page 60.

D. Overview of Remainder of Report

In Section II of this report, States are grouped into regions on the basis of common patterns of interchange of migrant children. The migratory patterns to and from each region are displayed and discussed.

Section III presents a brief summary of the interstate moves to and from each State. For each State, information is listed as to (1) major contributing and receiving States, (2) proportion of total incoming and outgoing migrant children coming from or going to each of these States, (3) peak months of enrollment and withdrawal, and (4) other pertinent information.

Section IV gives a brief analysis of 300 individual migrant student records systematically selected from the original 20 percent sample of the MSRTS file, and an analysis of a compilation of data on school enrollment of seven-, eight-, and nine-year-old migrant children.

II. REGIONAL MOBILITY PATTERNS

Because of the small amount of available data on migratory patterns involving a number of individual States, and because certain patterns are more clearly discernable on a regional basis, the initial discussion of migratory patterns will address patterns between regions made up primarily of groups of States. States have been grouped into seven regions on the basis of similarity of interstate migratory patterns and geographical contiguity (see Figure 1). While the regional assignment of a specific State was, in a few cases, somewhat arbitrary, the groupings appear reasonably appropriate for simplifying consideration of the mobility patterns of migrant children. Reasons for the particular groupings will be noted as the major migratory characteristics of each region are discussed.

Figures 2 - 8 show, for each of the seven regions, the proportions of incoming and outgoing migrant children who come from and go to all the other regions. The arrows on the figures are intended to show moves to and from regions, not to or from particular States within regions. For example, in Figure 2, the arrow between New York and Michigan (with associated percentages shown in the two States) is intended to show that three percent of the migrant children who leave States in the East Coast Region go to the Great Lakes Region, and that one percent of the migrant children who enter States in the East Coast Region come from the Great Lakes Region. The open circle in Figure 2 is intended to indicate that 35 percent of the interstate migration involving the East Coast Region is intraregional, that is, migration to States in the East Coast Region from other States in the same region. The note in the lower left-hand corner of Figures 2 - 8 indicates the proportion of the total number of national interstate moves represented by interstate moves within, and in and out of, the particular region during the 15 months considered. For example, the note in Figure 2 indicates that all of the moves into and out of States in the East Coast Region represent 10.59 percent of the total interstate moves for the entire contiguous United States and Puerto Rico.

While the available data on migratory patterns to and from Puerto Rico are included in the tabulations, Puerto Rico is not shown on the regional maps since all moves from Puerto Rico to other regions represent fewer than .05

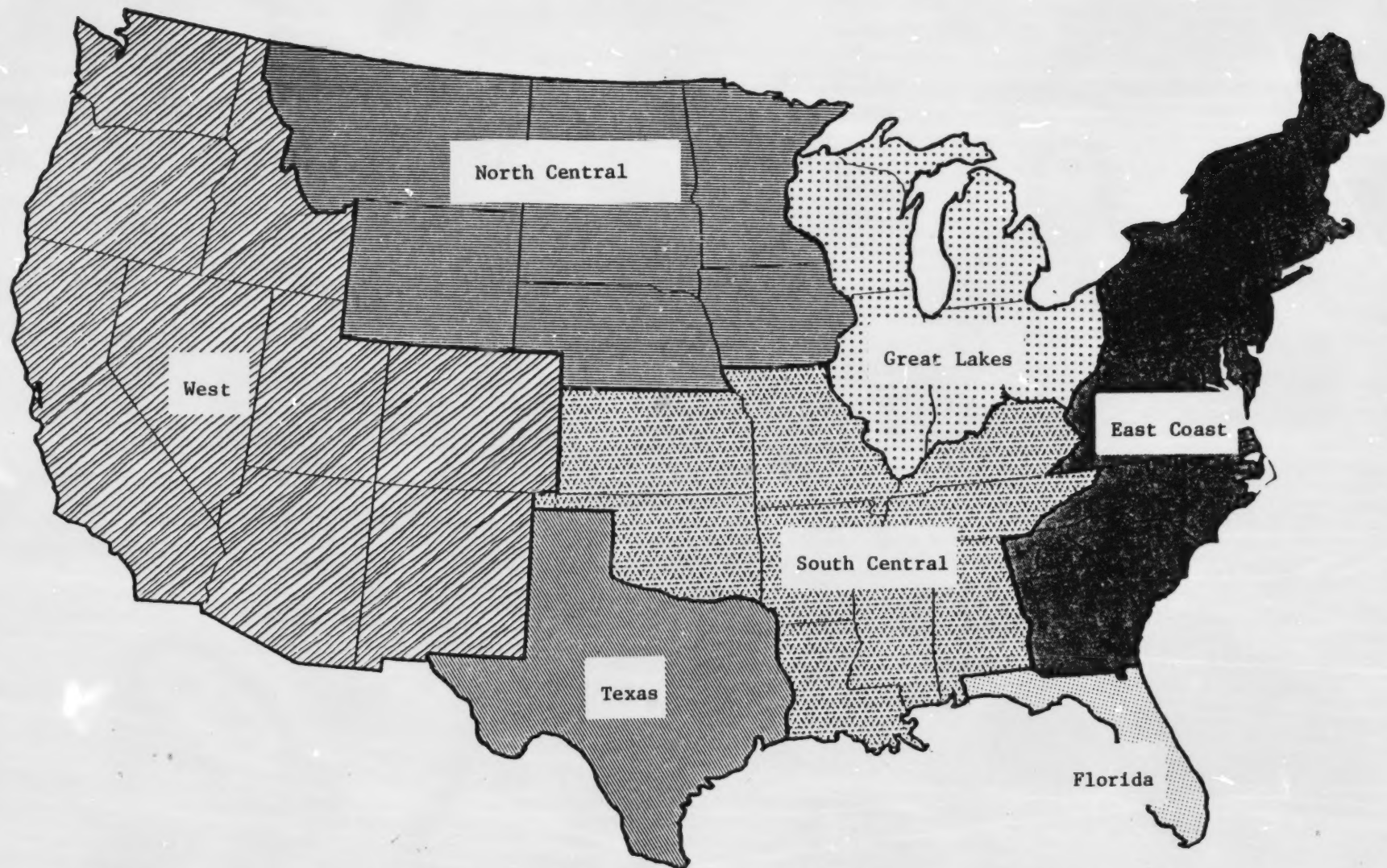


Figure 1. Regions with Varying Interstate Migratory Patterns

percent of the moves into or out of any of the regions (at the time these data were gathered, Puerto Rico was just beginning active participation in the ESEA Title I Migrant program, and entries on the MSRTS were limited).

A. East Coast Region

The distinguishing features of the East Coast Region (see Figure 2) are strong intraregional exchanges of migrants, a dominance by Florida as both a source and a receiver of migrants, and some exchange with Texas. Of all interstate moves recorded for States included in the East Coast Region, approximately 35 percent are intraregional, 53 percent are either to or from Florida and eight percent are either to or from Texas. Most of the East Coast Region States send more than half of their outgoing migrants to Florida and receive more than half of their incoming migrants from Florida.

Seven East Coast Region States either send migrants to or receive them from Texas. Although this exchange accounts for only a small fraction of the total East Coast migrant moves, it constitutes a sizable proportion of the moves to and from some individual States within the region. For example, about 55 percent of all migrants who leave Delaware have Texas as their destination.

Exceptions to the above patterns are Pennsylvania, Georgia and South Carolina, all of which send more than 10 percent of their outgoing migrants to the Great Lakes Region. In most of the East Coast Region States, migrant children arrive in the spring and leave in the fall or early winter. One exception is the southernmost of these States, Georgia, which has its peak enrollment of interstate migrants during the regular school term, thus showing a characteristic of a base State. (The number of interstate migrants is, however, small compared to intrastate and formerly migrant.)

B. Florida Region

Florida is presented as a separate region (see Figure 3) because its patterns of migrant exchange are quite different from those of adjacent States. Migrants enter Florida primarily from the East Coast Region (45%), the Great Lakes Region (29%), and Texas (18%); and leave Florida in basically the same pattern. Most immigration begins in August, peaks in October, and ends in January. Outmigration takes place generally between March and June.

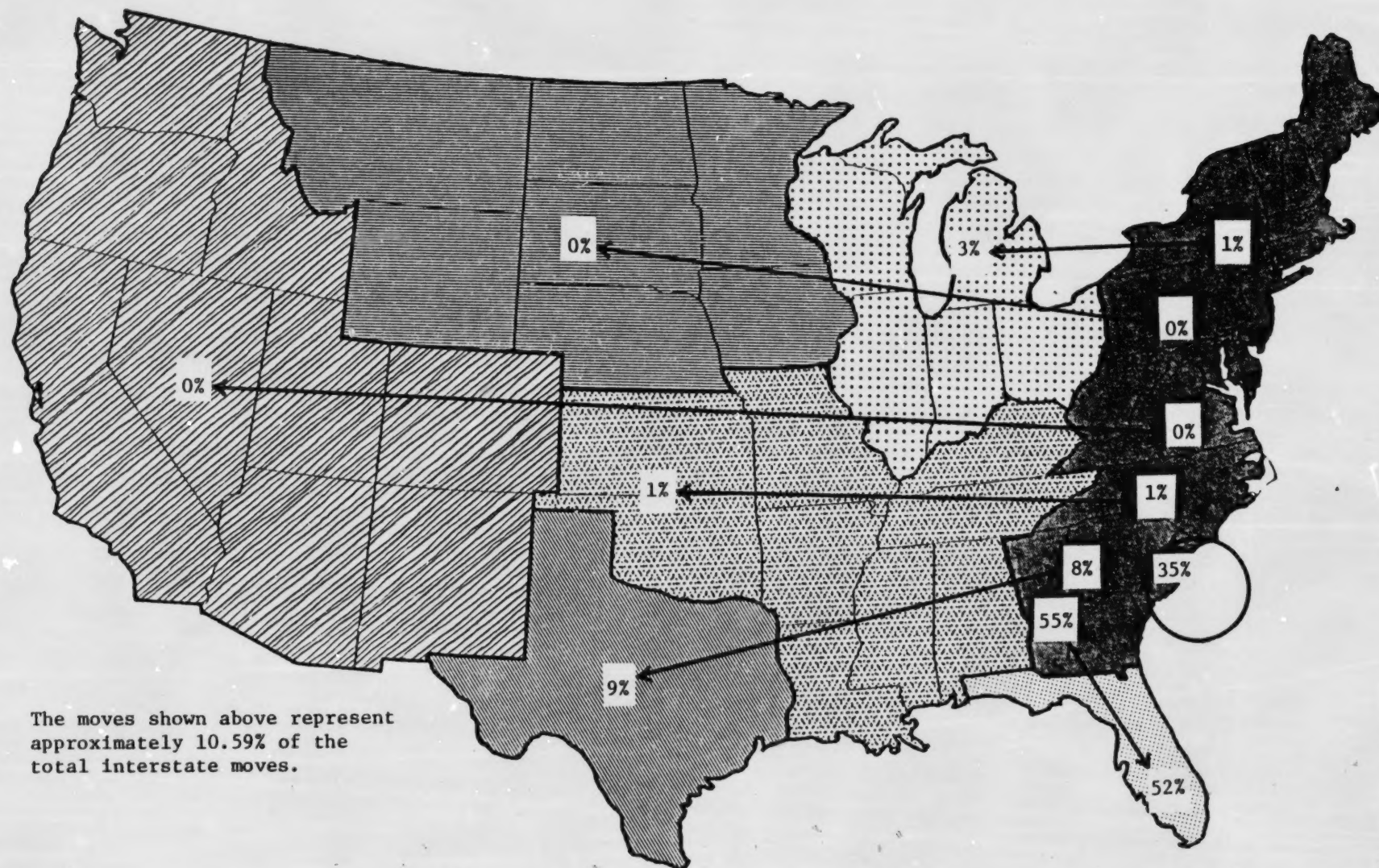


Figure 2. East Coast Region Interstate Migratory Patterns
January 1975 - April 1976

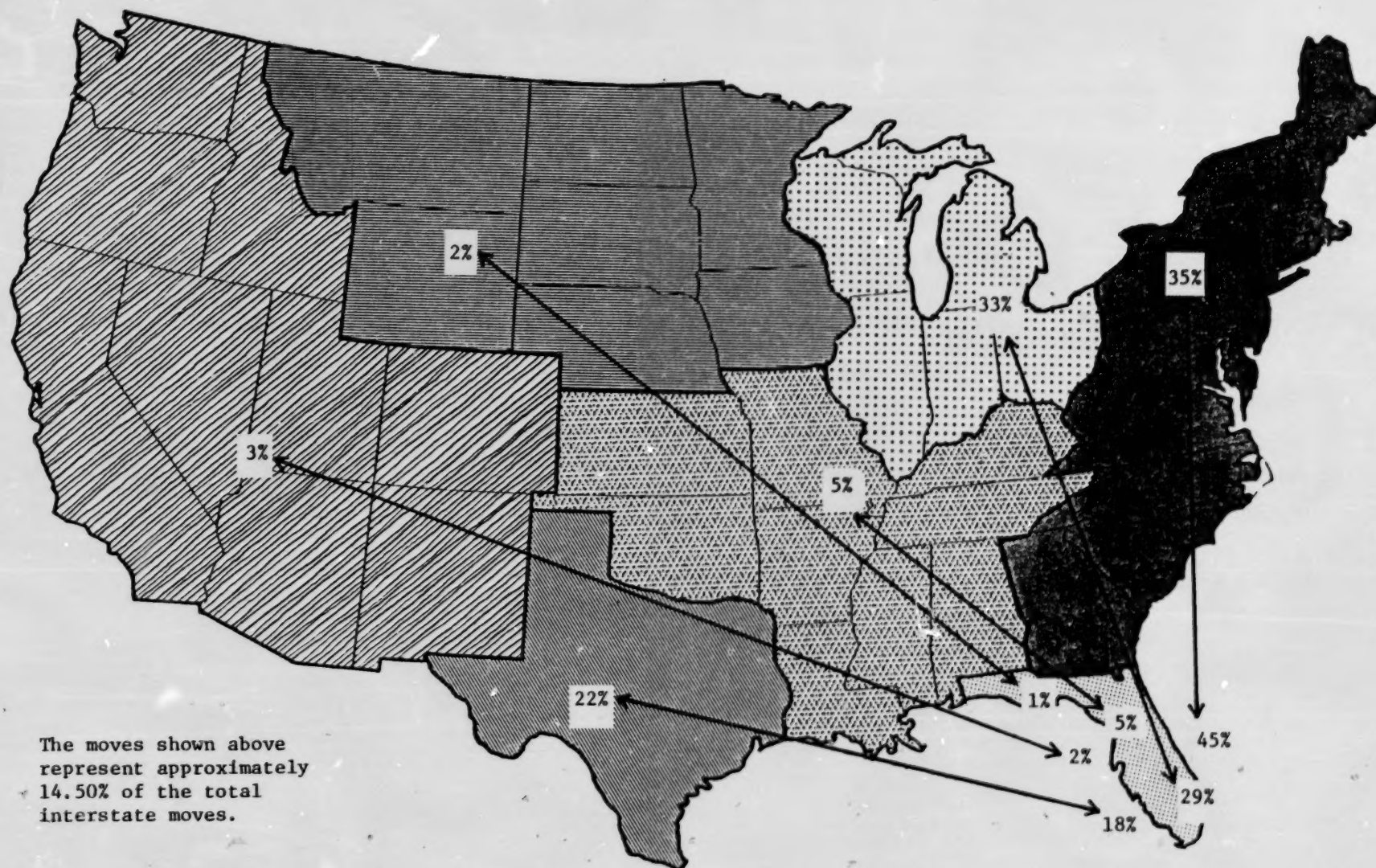


Figure 3. Florida Region Interstate Migratory Patterns
January 1975 - April 1976

C. Great Lakes Region

Roughly 94 percent of the interstate moves recorded for States in the Great Lakes Region are either from or to Florida, Texas or other States in the same region (see Figure 4). The direction of movement is generally from Florida to the Great Lakes Region, and to Texas.

Most movement into the Great Lakes Region begins in April, peaks in July, and ends in September. Movement from the region begins in August (June in Illinois) and ends in October-November. Michigan's principal migration season is May-August.

D. North Central Region

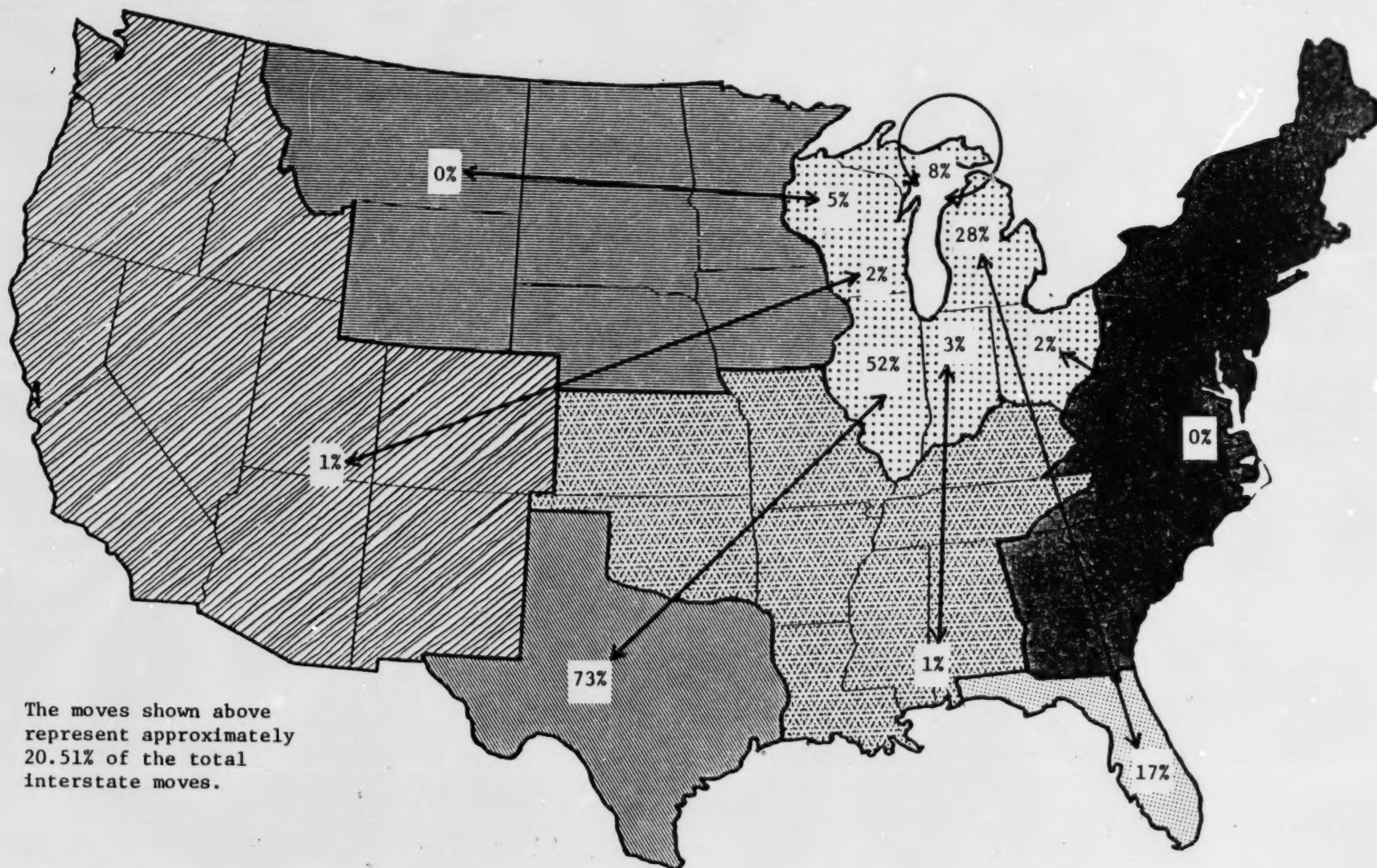
Approximately 75 percent of the interstate moves recorded for States in the North Central Region are from or to Texas (see Figure 5). Most of the balance are from or to the Western Region or the Great Lakes Region. There is virtually no interstate movement within the region. The major direction of movement appears to be from Texas and the West Coast Region, and to Texas and the Great Lakes Region.

Migration into the North Central Region generally begins in April and continues into July. Outmigration generally takes place from July to October, primarily during July.

E. South Central Region

The States in the South Central Region (see Figure 6) receive migrants directly from, and send migrants directly to, every other region except the North Central Region; no single region accounts for as much as one-third of the total interstate moves involving the region.

The MSRTS data indicate relatively little interstate movement involving this region. A portion of the small amount of interstate movement that does occur appears to be on routes between other regions. Some migrants appear to stop off in Alabama enroute from Florida to the Great Lakes Region. Oklahoma is on a route from Florida and South Carolina to Texas and to the Northwest; Kansas connects the Great Lakes Region with Texas and the West; Louisiana connects Texas, California, and Michigan; Mississippi connects Florida and the East Coast with Texas and other South Central States; and Missouri exchanges migrants with Florida, Texas and the Great Lakes.



The moves shown above represent approximately 20.51% of the total interstate moves.

Figure 4. Great Lakes Region Interstate Migratory Patterns
January 1975 - April 1976

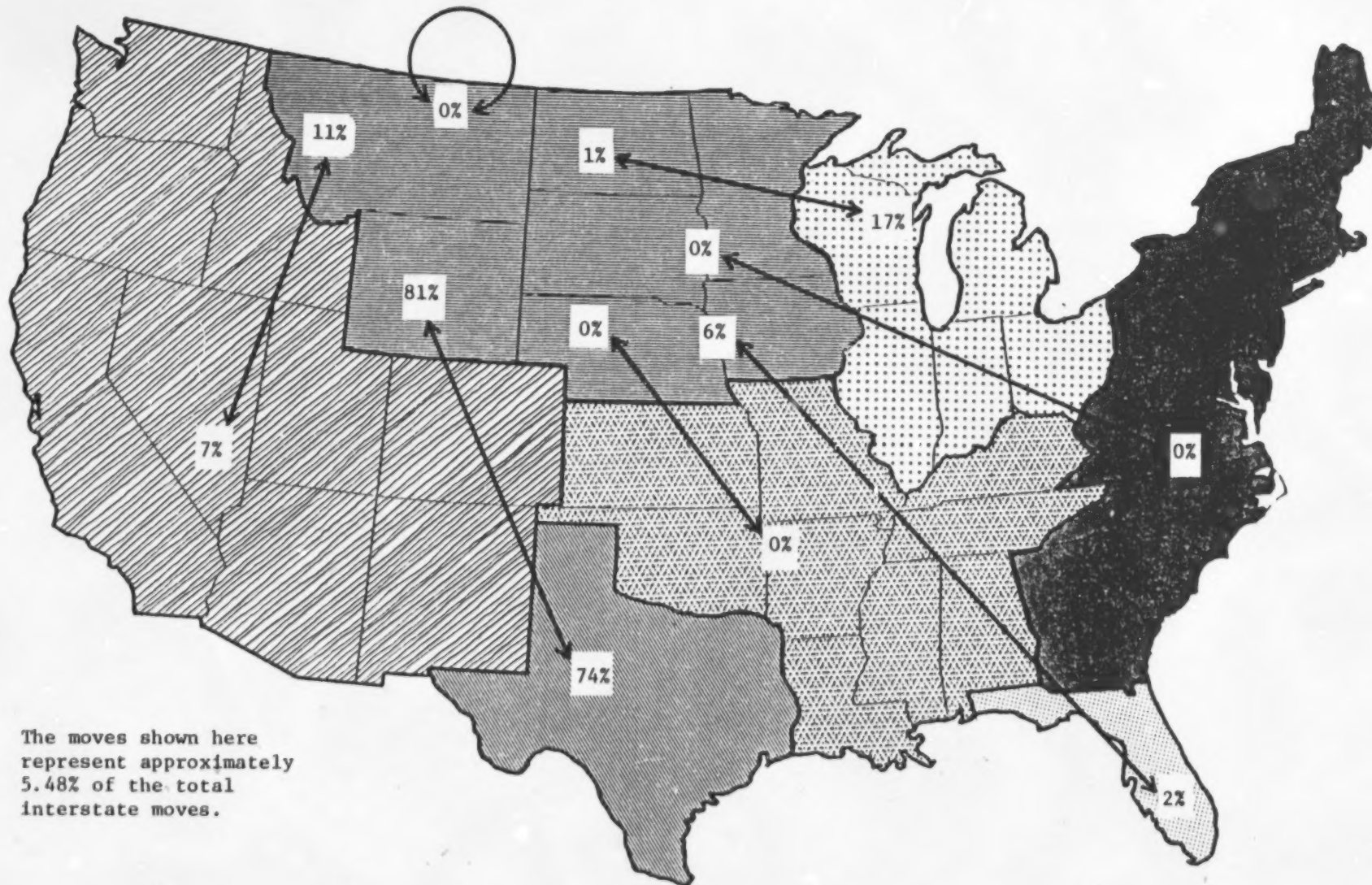
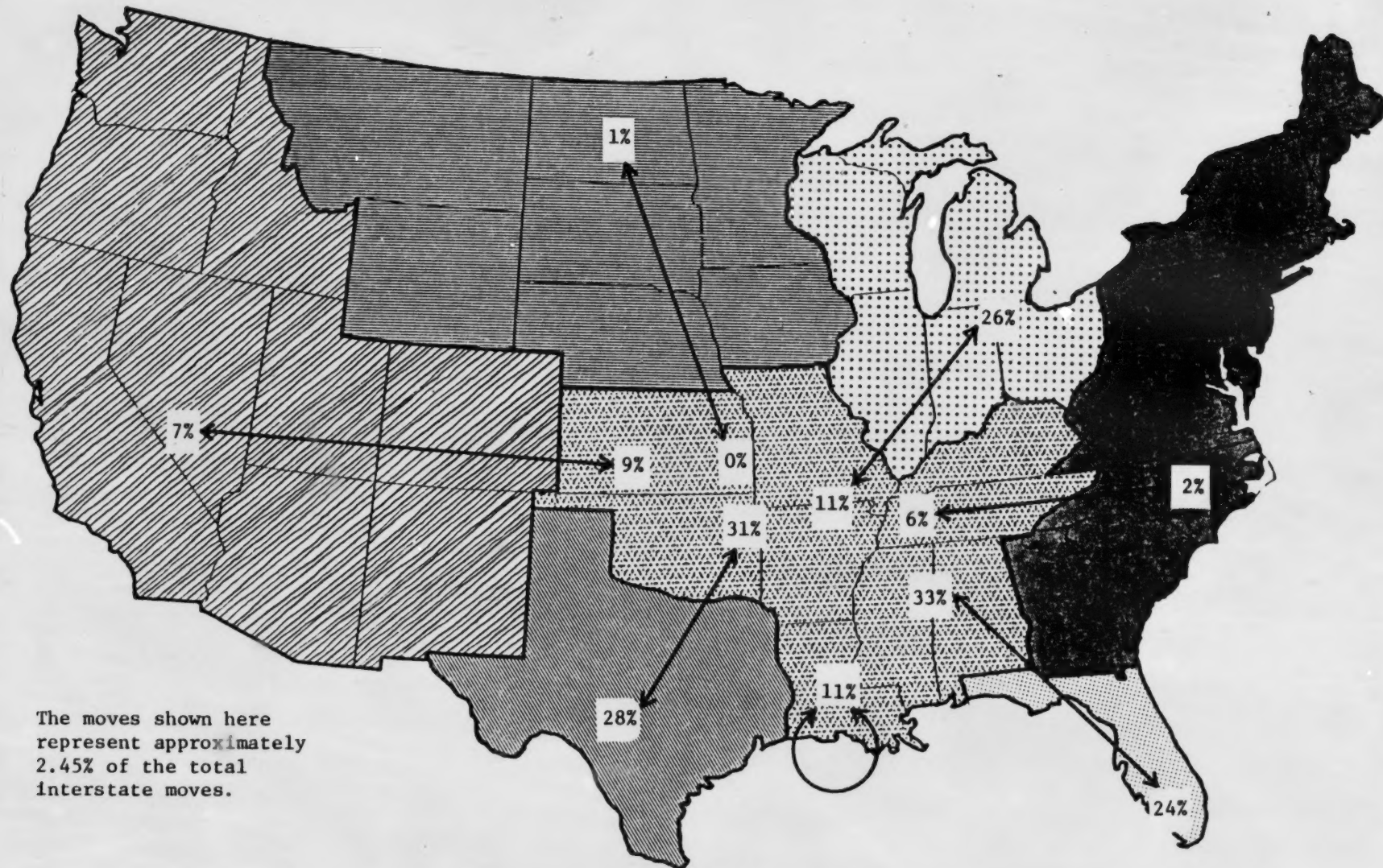


Figure 5. North Central Region Interstate Migratory Patterns
January 1975 - April 1976



The moves shown here represent approximately 2.45% of the total interstate moves.

Figure 6. South Central Region Interstate Migratory Patterns
January 1975 - April 1976

Only 2.5 percent of the total recorded interstate migrant movements were into or out of States in the South Central Region. These States' migrant population is predominantly formerly migrant.

Inmigration generally begins in April and continues into October or November. Two States have winter inmigration: Kansas in January, and Missouri from January until spring.

Outmigration begins in April and continues until fall. Four States have additional outmigration in December and January.

F. Texas Region

The number of interstate migrants who spend some of each year in Texas is 20-30 times the number who spend time in most States (see Figure 7). In fact, over 30 percent of the total of recorded interstate migrant moves are to or from Texas. As a result, although the number of migrants exchanged between Texas and other regions may be relatively insignificant to Texas, the number may comprise a large proportion of the other regions' interregional migration.

Most migrants enter Texas from the Great Lakes Region (about 46%), the Western Region (about 27%), the North Central Region (about 11%), and Florida (about 11%). Most migrants who leave Texas go to the Great Lakes Region (about 38%), the Western Region (about 31%), the North Central Region (about 17%), and Florida (about 8%). Other data indicate some exchange of migrants with Mexico.

Most inmigration takes place from August to November (peak in October); most outmigration occurs from April through June.

G. Western Region

The States in the Western Region exchange roughly 90 percent of their interstate migrants with other Western States and Texas (see Figure 8). Exceptions to this rule are New Mexico (which receives over 10 percent of its incoming migrants from Florida) and Washington (which sends almost 10 percent of its outgoing migrants to Minnesota). All western States exchange migrants with Texas. Only Arizona receives fewer than one-third of its migrants from that State.

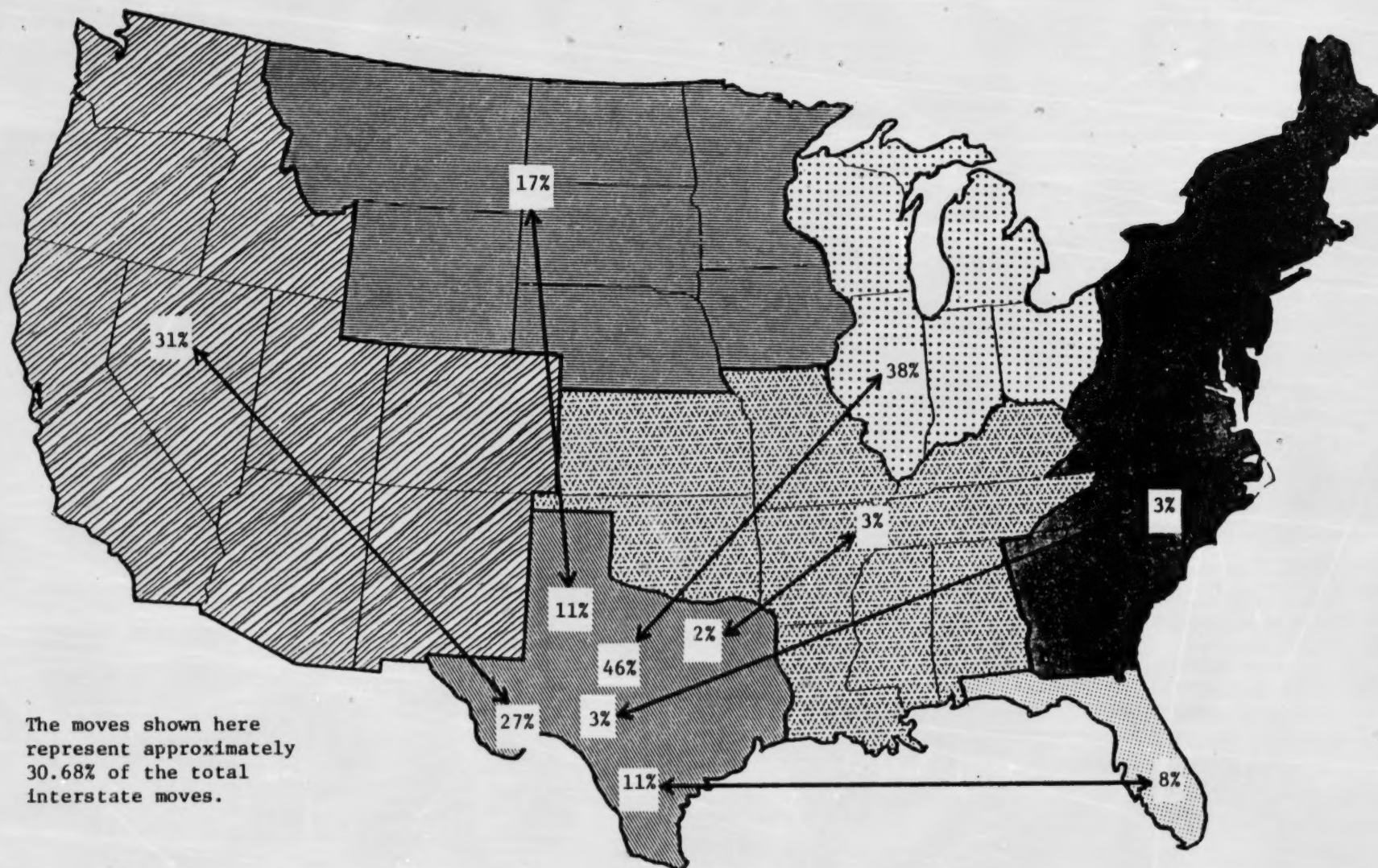


Figure 7. Texas Region Interstate Migratory Patterns
January 1975 - April 1976

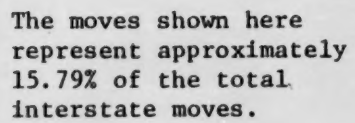


Figure 8. West Coast Interstate Migratory Patterns
January 1975 - April 1976

California, with by far the major portion of the region's interstate migrants, receives most of its migrants from Texas and Arizona in the spring and summer and returns them to the same two States in the fall and winter. There is some migration between California, Washington, and the North Central Region, with the major number of moves being from California to Washington and then on to Minnesota. Data from other sources indicate a significant number of moves between California and Mexico.

Most regional immigration takes place between March and July. However, Arizona receives migrants during the winter (October-March), and migrants begin to enter some States from Texas as early as January.

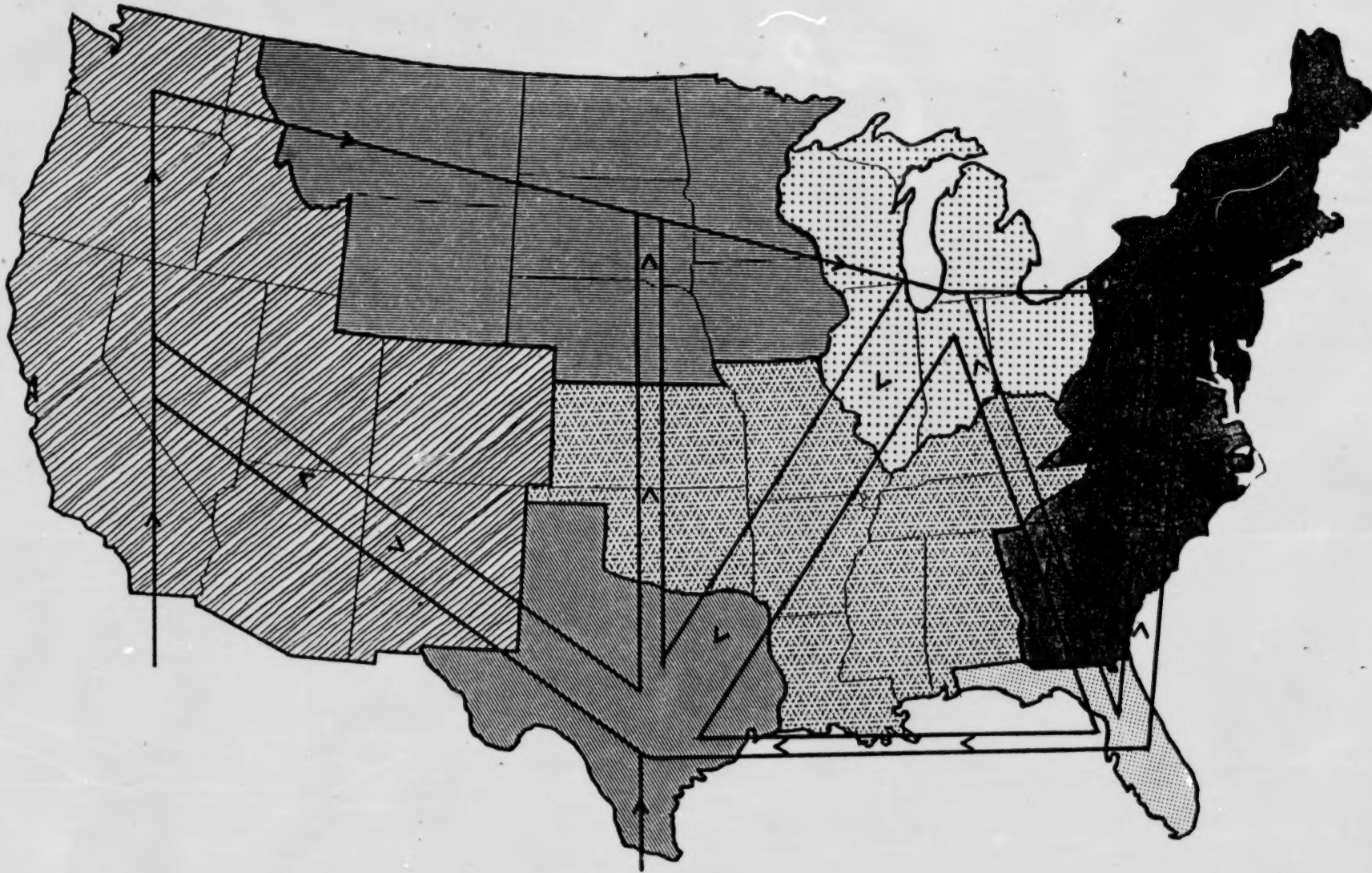
Outmigration begins generally in July, peaks in early fall, and continues until November or December. Migrants leave for Texas around October or November.

H. Major Migratory Routes

The major migratory routes, based on the information portrayed in Figures 2-8, are summarized in Figure 9. The width of the route patterns in the figure are roughly proportional to the number of migrant children who follow the routes. For example, the route between Texas and the Great Lakes Region is followed by approximately 30 percent of all interstate migrants, while the route between the West Coast and the North Central Region is followed by approximately one percent of all interstate migrants. The arrows show the predominant direction of moves over the routes. In most cases the movement in one direction is only slightly greater than the movement in the opposite direction, with no difference at all between Texas and the West Coast Region. The movement of migrants from Mexico to California and Texas is based on a different data source that will be discussed in more detail in the next chapter.

The MSRTS data indicate that approximately 11 percent of the interstate moves are intraregional moves, and that approximately 82 percent of the interstate moves are over the six major routes shown in Figure 9.

Most of the regions have approximately the same number of migrant children coming into and leaving the region. Two apparent exceptions are Texas and Florida. The data indicate approximately 40 percent more migrant children leaving Florida than entering Florida, and approximately 25 percent more migrant children entering Texas than leaving Texas. The reasons for this phenomenon are not known.



Though this analysis appears to support the continued existence of the three traditional migratory streams, there is also some support for recently reported impressions that there may be a trend away from the three streams. As is shown in Figure 9, several major migratory routes now run in a generally east-west direction, and the once more-pronounced north-south movement on the West Coast appears to have diminished in importance as compared to other routes. It must be remembered, however, that intrastate moves have been ignored in this analysis, and north-south intrastate moves in California constitute a significant portion of the western stream's north-south movement.

III. TO/FROM MOVES BY INTERSTATE MIGRANT CHILDREN IN EACH STATE

There follows a brief summary of the to/from moves of interstate migrant children for each State for the period from 15 January 1975 through 15 April 1976. This summary is based on the data described in Chapter I.

ALABAMA

High enrollment in: May-June

High withdrawal in: July-Aug.

Children come from: FL 60%
TX 40%

Children go to: IN 35%
OH 25%
TX 18%
4 other states 22%

NOTE: Approximately 85 percent of the summer program migrant children are interstate migrants. A negligible percentage of regular school term migrant children are interstate.

ARIZONA

High enrollment in: Oct.-Mar.
(Peak in Oct.)

High withdrawal in: Apr.-June
(Peak in May)

Children come from: CA 54%
OR 9%
WA 9%
7 other states 28%

Children go to: CA 65%
TX 10%
12 other states 25%

- NOTES: 1. Migrant children enter AZ from CA primarily during Oct., and leave AZ for CA in gradually increasing numbers from Jan. through May.
2. Migrant children enter AZ from WA and OR during Aug. and Sept. and leave for those States primarily in the spring.

ARKANSAS

Data are not sufficient to indicate specific patterns. Some moves from FL to AR in spring and back to FL in fall. Some moves from AR to MI in summer.

NOTE: Migrant students are about 50 percent formerly migrant, 30 percent intrastate, and 20 percent interstate.

CALIFORNIA

High enrollment in:
Enrollment (except for start up
of school in Sept.) is reasonably
uniform throughout year.

High withdrawal in: Oct.-Dec.
(Peak in Oct.)

Children come from: TX 56%
AZ 22%
WA 9%
11 other states 13%

Children go to: TX 56%
AZ 15%
WA 13%
14 other states 16%

- NOTES: 1. Many children from TX and AZ stay from about Apr. to July. However, some children from AZ and WA appear to stay for longer periods, possibly to settle out in CA.
2. Intrastate moves appear high, particularly Apr.-July.
3. Approximately 30 percent of the regular school term migrant children are interstate. This increases to about 60 percent during the summer.
4. Since the to/from data described in Chapter I do not include moves to or from Mexico, such moves are not included above. Inferences from other MSRTS data and interviews with CA migrant educators indicate that about 12 percent of the migrant children registered for the regular school term leave for Mexico by December and return to CA in Feb.-Apr.

COLORADO

High enrollment in: Mar.-Sept.
(Peak in May)

High withdrawal in: July-Nov.
(Peak in Oct.)

Children come from: TX 75%
12 other states 25%

Children go to: TX 81%
13 other states 19%

CONNECTICUT

High enrollment in: Apr.-July

High withdrawal in: July-Oct.

Children come from: NC 33%
VA 33%
NY 25%
PA 9%

Children go to: PA 58%
WV 14%
VA 11%
3 other states 17%

DELAWARE

High enrollment in: Mar.-Aug.

High withdrawal in: July-Dec.

Children come from: FL 49%
TX 27%
NC 11%
3 other states 13%

Children go to: TX 55%
FL 36%
3 other states 9%

FLORIDA

High enrollment in: Aug.-Jan.
(Peak in Oct.)

Children come from: TX 18%
NY 16%
MI 14%
OH 9%
25 other states 43%

High withdrawal in: Mar.-June
(Peak in June)

Children go to: TX 22%
MI 17%
NY 10%
OH 9%
25 other states 42%

NOTE: Approximately 55 percent of the regular school term migrant children are interstate migrants.

GEORGIA

High enrollment in: Oct.-July

Children come from: FL 61%
5 other states 39%

High withdrawal in: Apr.-Oct.

Children go to: FL 52%
TX 13%
4 other states 35%

NOTE: GA migrants appear to make very few moves. About the same number leave and enter each month throughout the year. Only about 13 percent of the migrant children are interstate migrants.

IDAHO

High enrollment in: Mar.-July
(Peak in Apr.)

Children come from: TX 66%
16 other states 34%

High withdrawal in: July and Oct.-Nov.
(Peak in Nov.)

Children go to: TX 70%
17 other states 30%

NOTE: Migration remains stable and at a low ebb from Jan. until March. April and May produce net gains in number of migrants, primarily from TX and the Pacific States. During July, many migrants move to TX and some to CA. Although the number of moves into ID is substantial during July, the number of moves out of ID is about twice as large.

ILLINOIS

High enrollment in: Apr.-July
(Peak in July)

Children come from: TX 76%
FL 9%
8 other states 15%

High withdrawal in: June-Nov.

Children go to: TX 79%
7 other states 21%

NOTES: 1. Migrant children enter IL from TX generally between Apr. and July, with some continued entry until Oct. They leave IL for TX mainly after Aug. and until the end of Nov., with a little continued movement into spring.
2. Migrant children enter IL from FL generally between Apr. and June.

INDIANA

High enrollment in: Apr.-Aug.
(Peak in Aug.)

High withdrawal in: Aug.-Oct.
(Peak in Oct.)

Children come from: TX 43%
FL 26%
MI 14%
10 other states 17%

Children go to: TX 69%
FL 23%
6 other states 8%

- NOTES: 1. Migrants enter IN from TX almost exclusively between Apr. and July, and leave for TX primarily between July and Nov.
2. Migrants enter IN from FL primarily between Apr. and July, and leave for FL primarily during Sept. and Oct.

IOWA

High enrollment in: Apr.-July

High withdrawal in: July-Oct.

Children come from: TX

Children go to: TX 86%
IN 14%

KANSAS

High enrollment in: Apr.-July
(Peak in May)

High withdrawal in: July-Oct. and Jan.

Children come from: TX 84%
IL 9%
2 other states 7%

Children go to: TX 92%
CO 8%

KENTUCKY

Data are not sufficient to indicate specific patterns. Approximately 85 percent of the migrant children in KY are settled out.

LOUISIANA

High enrollment in: Mar.-Oct.

High withdrawal in: Apr.-July, Dec.

Children come from: TX 50%
MI 27%
CA 14%
2 other states 9%

Children go to: TX 58%
MI 25%
MN 17%

MAINE

Data are not sufficient to indicate specific patterns of movement. Some children move to ME from NY in Sept. Sixty percent of children enrolled in ME are identified as intrastate, while 25 percent are settled out.

MARYLAND

High enrollment in: Apr.-July
(Peak in July)

High withdrawal in: Aug.-Nov.
(Peak in Aug.)

Children come from: FL 70%
TX 16%
2 other states 14%

Children go to: FL 62%
TX 15%
PA 11%
4 other states 12%

NOTE: Over 75% of the migrant children are interstate; only about 5% are settled out.

MASSACHUSETTS

High enrollment in: Apr.-July

High withdrawal in: July-Oct.
(Peak in Aug.)

Children come from: PA

Children go to: PA 54%
FL 22%
WV 20%
PR 4%

NOTE: During the regular school year, only about 20% of the children enrolled on MSRTS are interstate, and almost 75% are settled out. During the summer, however, about 50% are interstate.

MICHIGAN

High enrollment in: May-July
(Peak in June)

High withdrawal in: Aug.

Children come from: TX 60%
FL 28%
16 other states 12%

Children go to: TX 75%
10 other states 25%

NOTE: From June through Oct. approximately 65 percent of the migrant children are interstate. This decreases to about 25 percent for the balance of the year.

MINNESOTA

High enrollment in: May-June
(Peak in June)

High withdrawal in: July-Aug.

Children come from: TX 77%
WA 10%
7 other states 13%

Children go to: TX 80%
10 other states 20%

NOTE: Almost all migrant children are interstate.

MISSISSIPPI

High enrollment in: July-Oct.

High withdrawal in: late spring, Jan.

Children come from: NC 46%
FL 31%
CT 15%
TX 8%

Children go to: FL 41%
TX 18%
NC 12%
MO 12%
AR 12%
LA 5%

NOTE: About 70% of all migrant students are settled out; only about 12% are interstate.

MISSOURI

High enrollment in: Aug.-Oct.
Jan.-Apr.

High withdrawal in: Sept.-Nov., Jan.

Children come from: FL 55%
AR 27%
MI 10%
2 other states 8%

Children go to: FL 52%
AR 27%
MI 11%
3 other states 10%

MONTANA

High enrollment in: May-June

High withdrawal in: July-Oct.

Children come from: TX 79%
3 other states 21%

Children go to: TX 50%
WI 11%
8 other states 39%

NOTE: Almost all migrant children in MT are interstate.

NEBRASKA

High enrollment in: May

High withdrawal in: July

Children come from: TX 83%
FL 10%
3 other states 7%

Children go to: TX 45%
MI 36%
2 other states 19%

NOTE: Almost all migrant children enter NB during May, stay for about two months, and leave during July.

NEVADA

High enrollment in: Apr.-Oct.

High withdrawal in: No information

Children come from: ID 50%
TX 33%
AZ 17%

NOTE: Most migrants in NV are settled out.

NEW HAMPSHIRE

No information is available for NH, which has no operational ESEA Title I Migrant Program.

NEW JERSEY

No particular to-from pattern.

Children come from: FL

Children go to: PR

NOTE: Migrant children are about evenly proportioned among interstate, intrastate, and formerly migrant.

NEW MEXICO

High enrollment in: July-Sept.

High withdrawal in: Apr.-June

Children come from: TX 66%

Children go to: TX 65%

CO 10%

9 other states 35%

FL 12%

3 other states 12%

NOTE: From Sept. through Dec., migrant children are about evenly proportioned among interstate, intrastate, and formerly migrant. For the balance of the year, they are predominantly formerly migrant.

NEW YORK

High enrollment in: Apr.-Sept.
(Peak in July)

High withdrawal in: Oct.-Jan.

Children come from: FL 80%

Children go to: FL 76%

TX 12%

TX 17%

4 other states 8%

6 other states 7%

NOTE: From July through Oct. approximately 40 percent of the migrant children are interstate. For the balance of the year, this reduces to 10 percent. From Jan. through June, the migrant children are predominantly formerly migrant.

NORTH CAROLINA

High enrollment in: Apr.-Oct.
(Peak in June)

High withdrawal in: July-Nov.

Children come from: FL 68%

Children go to: FL 62%

CT 9%

13 other states 38%

8 other states 23%

NOTES: 1. FL migrants probably remain in NC for three to four months before returning to FL.
2. Most movement is in a north-south direction along the east coast.

NORTH DAKOTA

High enrollment in: Apr.-July

Children come from: TX 85%
4 other states 15%

High withdrawal in: July-Oct.

Children go to: TX 79%
8 other states 21%

OHIO

High enrollment in: Apr.-Sept.
(Peak in July, Aug.)

Children come from: TX 55%
FL 26%
MI 10%
14 other States 9%

High withdrawal in: Aug.-Nov.
(Peak in Sept., Oct.)

Children go to: TX 85%
FL 13%
MI 2%

- NOTES: 1. Children from MI stay for only short periods during summer.
2. Considerable intrastate movement in Aug.
3. Approximately 95 percent of the summer program migrant children are interstate migrants. This decreases to about 60 percent during the regular school term.

OKLAHOMA

High enrollment in: Apr.-Oct.

Children come from: TX 38%
CO 25%
FL 25%
2 other states 12%

High withdrawal in: Apr.-Oct.

Children go to: TX 50%
FL 13%
CO 25%
ID 12%

OREGON

High enrollment in: Apr.-June and Oct. High withdrawal in: June and Sept.-Nov.
(Peak in June)

Children come from: TX 48%
WA 21%
CA 20%
5 other states 11%

Children go to: TX 46%
CA 15%
ID 10%
6 other states 29%

PENNSYLVANIA

High enrollment in: July-Oct.

Children come from: FL 18%
MI 30%
CT 45%
6 other states 7%

High withdrawal in: Apr.-July

Children go to: FL 73%
MA 15%
5 other states 12%

PUERTO RICO

High enrollment in: July-Oct.

High withdrawal in:
No information available

Children come from: NJ 42%
MA 37%
NY 11%
FL 10%

NOTE: PR had just started entering extensive information on the MSRTS when this sample was drawn.

RHODE ISLAND

No information is available for RI, which has no operational ESEA Title I Migrant Program.

SOUTH CAROLINA

High enrollment in: May-June
(Peak in June)

High withdrawal in: June-Aug.
(Peak in July)

Children come from: FL 88%
3 other states 12%

Children go to: FL 33%
IN 15%
NC 13%
MD 13%
MI 10%
VA 10%
2 other states 6%

- NOTES: 1. Migrants moving to midwestern states and to MD, VA, and WV usually go during June and July. Migrants leave for NC and FL generally in Aug.
2. Migrants from FL and TX arrive as early as May and probably stay a couple of months, leaving between July and Oct.

SOUTH DAKOTA

Data are not sufficient to indicate specific patterns.

TENNESSEE

High enrollment in: Apr.-June
(Peak in May)

High withdrawal in: June-Aug.

Children come from: TX 50%
FL 50%

Children go to: TX 42%
FL 33%
3 other states 25%

- NOTES: 1. The 25% of migrants who do not return to TX or FL generally move to Great Lakes States.
2. Movement to the midwest may precede that to the southern States during the summer.

TEXAS

High enrollment in: Aug.-Nov.
(Peak in Oct.)

High withdrawal in: Apr.-June
(Peak in May)

Children come from: OH 20%
MI 18%
FL 14%
25 other states 48%

Children go to: OH 16%
MI 16%
MN 13%
23 other states 55%

- NOTES: 1. Approximately 40 percent of the migrant children are interstate. About 25 percent are intrastate.
2. Since the to/from data described in Chapter I do not include moves to or from Mexico, such moves are not included above. Inferences from other MSRTS data and interviews with TX migrant educators indicate considerable immigration from Mexico.

UTAH

High enrollment in: June-July
(Peak in June)

High withdrawal in: July-Dec.
(Peak in Aug.)

Children come from: AZ 42%
TX 37%
CO 11%
2 other states 10%

Children go to: TX 61%
AZ 22%
CO 11%
CA 6%

NOTE: Over 75% of the migrant children are interstate and most leave the state before the regular school term begins.

VERMONT

No data are reported for interstate movement to and from VT, which has no operational ESEA Title I Migrant Program.

VIRGINIA

High enrollment in: June-Aug.
(Peak in June)

High withdrawal in: Aug.-Nov.

Children come from: FL 70%
CT 17%
4 other states 13%

Children go to: FL 68%
7 other states 32%

WASHINGTON

High enrollment in: Aug.-Sept., Apr. High withdrawal in: May-July, Oct.

Difficult to determine to-from patterns.

Children come from and return to: TX (Predominantly)
CA
OR
MN
FL

NOTE: Migrant children are about 50 percent interstate, 25 percent intrastate, and 25 percent formerly migrant.

WEST VIRGINIA

High enrollment in: July-Oct.

High withdrawal in: Oct.-Apr.

Children come from: MA 40%
CT 40%
FL 16%
SC 4%

Children go to: FL 100%

NOTE: There appear to be no settled out migrant children enrolled in the summer program.

WISCONSIN

High enrollment in: Apr.-July
(Peak in July)

High withdrawal in: Aug.-Nov.
(Peak in Aug.)

Children come from: TX 60%
11 other states 40%

Children go to: TX 55%
5 other states 45%

- NOTES: 1. Migrants from TX enter primarily during June.
2. Migrants move from WI to TX primarily in Aug., but also during the fall until Dec. Moves to other States take place primarily during July and Aug.

WYOMING

High enrollment in: May-June
(Peak in June)

High withdrawal in: July

Children come from: TX 81%
4 other states 19%

Children go to: TX 42%
WI 17%
MI 17%
3 other states 24%

NOTE: Direction of movement appears to be from the west and southwest through Wyoming to the midwest. Stops in WY appear to be brief (about one month).

IV. ANALYSIS OF INDIVIDUAL STUDENT MSRTS RECORDS

Several analyses of individual student MSRTS records by RTI personnel to provide information required to design a study to evaluate the ESEA Title I Migrant Program have resulted in findings that contribute to an understanding of migrant student mobility patterns. Two of these analyses are briefly discussed in this chapter.

A. Analyses of 300 MSRTS Student Records

An earlier RTI report ^{8/} provides, in Appendix A, an analysis of a sample of 100 MSRTS student records. This systematically-drawn sample was increased to 300 student records and analyzed to attempt to gain a clearer perception of mobility of migrant children from August 1974 through August 1975 (1974-75 regular school term and 1975 summer term).

While the State of origin and the receiving State for only about 100 moves could be inferred from the above data, the directions and times of the moves appeared to support the to/from information discussed in the first three chapters of this report.

The 300 records were further analyzed by placing each student in one of ten categories as shown in Table 1. The data shown in Table 1 indicate that more than 50 percent of the age-eligible children attending school attended the same school the entire year, and indicate that some difficulty would be encountered in attempting to pretest, posttest, and reconstruct the educational histories of approximately 25 percent of the eligible children.

^{8/} Cox, et.al., op. cit.

Table 1. Analysis of 300 MSRTS Student Records

	Proportion of Migrants	Migratory Status ^{a/}		
		Inter- state	Intra- state	Formerly Migrant
1. Under age 5 or over age 17	4 %	3.7%	0.3%	0 %
2. Probably did not attend school	1.7	0.3	0.7	0.7
3. Record missing or too incomplete to make inferences	11.7	4.7	4.3	2.7
4. Summer school record only. (May include April-May, and Sept.- Oct.) Enrollment is in home State.	3.7	1.7	0.3	1.7
5. Summer school record only. (May include April-May, and Sept.- Oct.) Enrollment is in other than home State.	7.7	6.3	0.7	0.7
6. No moves all year. Normal enroll- ment and attendance. (if summer term was included, probably was in same school.)	44.0	9.3	14.0	20.7
7. One school shown with no signifi- cant gaps in record. Enrollment/ attendance: 100-160 days	9.7	6.0	2.3	1.3
8. One interstate move	6.3	5.7	0.3	0.3
9. One intrastate move	2.3	0.3	1.7	0.3
10. Probably two or more moves during year. Record incomplete.	9.0	5.7	3.0	0.3
TOTALS	100.0% ^{b/}	43.7%	27.9%	28.7%

^{a/} Indications of migrant status are those shown on MSRTS records on 6 June 1976. Status of children may have been different at various points in the 12 months covered by the data presented.

^{b/} Rounding errors result in some percentages not totaling exact numbers shown.

B. Compilation of Data on School Enrollment of Seven-, Eight-, and Nine-Year-Old Migrant Children

This section presents a summary of an analysis of January 1975 to January 1976 school enrollment data on seven-, eight-, and nine-year-old (roughly equivalent to Grades 2-4) migrant children. This analysis was made to attempt to evaluate difficulties that might be encountered in pre- and posttesting children at these age levels. The analysis is based on a compilation of information from a random sample of 71,327 (approximately 20 percent) of the total 345,312 migrant student records on the MSRTS as of 6 June 1976.

1. Analysis Procedure

The population of interest was those migrant children who were seven, eight, or nine years old on 15 October 1974. The schools of interest were those schools in which the population of interest was enrolled on or closest to 22 January 1974 and 22 January 1975. The periods of enrollment were defined as any date from 5 January 1975 through 9 February 1975 and from 5 January 1976 through 9 February 1976. Enrollment in the same schools was determined by computer matching; for children enrolled in different schools, pairs of 1975 and 1976 schools were printed out and checked by hand. This process resulted in a discrepancy of 65 children. No effort was made to resolve this minor discrepancy. As a result, percentages do not always add to 100.

2. Analysis Inferences

- a. Of children on MSRTS (as of 6 June 1976) who had reached the age of 7, 8, or 9 by 15 October 1974 (roughly equivalent to those in Grades 2, 3, and 4 in the academic year 1974-75, and who might have been sampled in January 1975),
17,448 were listed on the file (including these added to the file after dates of interest, and who could not have been shown to be in school in January 1975). Of these
 - 41.7% were interstate migrants^{9/}
 - 27.4% were intrastate migrants
 - 30.7% were formerly migrant

^{9/} All migrant status information is that shown on MSRTS records on 6 June 1976.

9,712 (55.7%) were in school in January 1975 (at some time between 1/5/75 and 2/9/75)

36.6% were interstate migrants

24.6% were intrastate migrants

38.8% were formerly migrant

7,519 (77.4%) of those in school in January 1975, were shown to be in school at some time between 1/5/76 and 2/9/76

37.5% were interstate migrants

25.1% were intrastate migrants

37.4% were formerly migrant

5,520 (56.8%) of those in school in January 1975 were in the same school in January 1976

33.6% of these were interstate migrants

24.2% were intrastate migrants

42.1% were formerly migrant

b. Looked at another way,

52.2% of the interstate migrant children in school in January 1975 returned to the same school in 1976.

55.9% of the intrastate migrant children returned to the same school.

61.8% of the formerly migrant children returned to the same school.

c. The reverse of part of the above is that

20.7% of the interstate migrant children in school in January 1975 show no enrollment in January 1976.

21.0% of the intrastate migrant children were not in school in 1976.

25.4% of the formerly migrant children were not in school in 1976.

There were 2,193 of these children who were in school in January 1975, but who showed no enrollment during the period 1/5/76-2/9/76 (22.6% of 9,712). Of this group,

33.6% were interstate migrants

22.8% were intrastate migrants

43.6% were formerly migrant

(This last statistic leads one to infer that some appreciable proportion of those for whom no enrollment is shown are actually in school, possibly in the same school, but had not had book-keeping completed.)

- d. Following are figures for migrant children in the same age group (not broken down by status) in terms of where they were in school at the end of a year.

Of 9,712 in school in January 1975

2,193 (22.6%) showed no MSRTS enrollment for January 1976.

5,520 (56.8%) were in the same school in January 1976.

1,322 (13.6%) were in different schools with the same Zip Code (or in the same LEA) in January 1976.

194 (2.0%) were in different schools, with different Zip Codes and LEAs, but in the same county in January 1976.

210 (2.2%) were in different schools, in different counties, but in the same State in January 1976.

208 (2.1%) were in school in different States in January 1976.

- e. The data in d. above were affected by the fact that a number of Texas schools previously operated for migrants only were closed in December 1975; all children in these schools in January 1975 would have had to be in different schools (mostly in the same LEA and/or Zip Code) in January 1976; since this change cannot be repeated, a more representative picture should result if the 676 Texas children showing a different school in the same LEA or Zip Code from January 1975 to January 1976 are omitted. This omission produces a slightly different tabulation:

In school, 1/75 to 1/76, Omitting Texans in Different Schools,
Same Zip Codes

9,036 (100.0%) in school January 1975

5,520 (61.1%) in same school January 1976

646 (7.1%) in different school, same Zip Code or LEA

210 (2.3%) in different school, different zip,
different LEA, same county

208 (2.3%) in different school, different county, same State.

- f. For migrant children shown to be enrolled in school both times, these data indicate that pretesting in January and posttesting in January one year later of a large majority would be relatively simple; the problem is with those not enrolled on MSRTS.

Posttest location (1/75-1/76) of 7 to 9 year olds listed by MSRTS as in-school both dates

(cumulative percentages)	<u>All Children</u>	<u>Omitting Texas</u>
In school both dates	7,519 (100.0%)	6,843 (100.0%)
In same school	5,520 (73.4%)	5,520 (80.7%)
In same Zip Code or LEA	6,842 (91.0%)	6,166 (90.1%)
In same PSU (county)	7,036 (93.6%)	6,360 (92.9%)
In same State	7,246 (96.4%)	6,570 (96.0%)

3. Reappearance of Children Not in School

In the conduct of any study involving locating and posttesting a year later children who had been sampled and pretested in January, the portion of the population that did not reappear for posttesting would be of particular interest. Relocation of at least a sample of this group would be very important, though posttesting at a time too much later than the specified testing period would not produce usable test data.

In an attempt to learn when children in school in the pretest January, but not shown by the MSRTS to be in school in the posttest January, might reappear, a sample of seven, eight, and nine-year-old children from the same

data base was observed for the same periods in 1974 and 1975 (the same 1975 and 1976 dates could not be used for these children because of the June 1976 cutoff date for the data; they were seriously incomplete for that time, and could not have shown later reappearances).

This analysis indicated that, for this group of children, a substantially larger proportion could have been found in the same schools during the second (posttest) January; the data strongly reinforce the inference that more of the children would have been found in school, and in the same school, in the 1975-1976 group if MSRTS data entries for the year had been completed.^{10/} Some specific findings were:

- a. Status distribution of children on the data base in January 1974 (and still on in June 1976) was similar to the distribution for 1975. For those children in school in January 1974, the proportion of active migrants was somewhat higher.
40.0% interstate in 1974, vs. 36.6% in 1975
23.7% intrastate in 1974, vs. 24.6% in 1975
36.3% inactive in 1974, vs. 38.8% in 1975
- b. A significantly higher proportion of those in school at pretest time were also in school at posttest time in 1974-75 than in 1975-76: 87.9% vs. 77.4%. Distribution of these children by status was similar for both groups.
- c. A significantly higher proportion of those in school at pretest time were back at the same school at posttest time in 1974-75 than in 1975-76: 64.2% vs. 56.8%. Distribution by status was not significantly different for the two groups.
- d. When children reappear: Virtually all (99.0%) of the children shown by the MSRTS to be in school in January 1974 were either in school in January 1975, or had reappeared on the

^{10/} The data analyzed were as they existed on the data base on 6 June 1976. Some schools and projects submit enrollment and withdrawal information only after the academic year is over; some of these data that would reflect January 1976 enrollments thus had not been entered on the data base.

MSRTS by October 1975. Variation by dates by which children had reappeared, and by status, is summarized:

Of those children in school in January 1974:	Total	Status		
		1	2	3
Proportion in school 1/75	87.9%	86.7%	86.1%	90.4%
Cum. % reappeared by 5/31	91.1	91.7	88.8	91.8
Cum. % reappeared by 8/31	96.3	96.2	94.7	97.3
Cum. % reappeared by 10/31	99.0	98.8	98.8	99.5

- e. Where children reappear: In a separate analysis for a different purpose, reappearance of all MSRTS registrants, regardless of age, was examined. Of those children on the MSRTS by 31 December 1974, 20.84% showed no registration in a school or service site in January (actually, between 5 January and 9 February) 1975. Of those not in school in January, 26.76% had reappeared in MSRTS-listed schools by 31 May 1975; 15.00% of these were again enrolled in the same schools in which they had last been enrolled in 1974, while 11.76% were in different schools. By 8/31/75, 77.11% had reappeared; 42.02% in the same schools. By 10/31/75, 93.56% had reappeared; 48.82% in the same schools. By 12/31/75, 96.24% had reappeared; 49.68% in the same schools. No analysis was done by Zip Code, LEA, or county location of different schools at which children reappeared. Though the 3,862 children who reappeared in different schools did so in 1,691 different schools (an average of 2.29 children/school), nearly a third had entered schools entered also by four or more other migrant children. From this one may infer that approximately a third of those entering different schools do so because of promotions (e.g., from grammar school to an intermediate school).

APPENDIX A

METHODOLOGY

Information used to produce the descriptions of movement patterns of migrant children came from a compilation of data contained in the Migrant Student Record Transfer System (MSRTS) as it existed on 6 June 1976. All of the data of interest were derived from the School History (SH) segments of these data. Each SH segment for each child contains the following items of information:

1. Four-letter mnemonic uniquely identifying a school, service site, or other location of student registration.
2. Two-letter (standard postal service) abbreviation of the name of the State where that service site is located.
3. Date on which a child is shown to have been enrolled at that site (an enrollment date is an essential part of any SH segment).
4. Date on which a child is shown to have been withdrawn from that site (a withdrawal date has been made essential information recently, but it is often not recorded until after a later enrollment has been received; moreover, it was not previously required, and a small, but significant, fraction of SH segments show no withdrawal date).
5. Number of (school) days during which child was enrolled, a figure reported to the MSRTS from the service site via a terminal (this figure may or may not be present).
6. Number of days during this enrollment period that child attended this service site, a figure that is also reported by the service site via the terminal operator (this figure also may or may not be present).

In most of the analyses reported, it is essential that, for a given date, a child be classifiable as (a) enrolled at an identifiable service site, or (b) not enrolled at such a site. When a SH segment for some past time is complete (i.e., shows a withdrawal date, whether or not days enrolled or attended are given), this classification presents no problem for a date within that enrollment period. It does present a problem, however, when withdrawal dates are not given. When no withdrawal date was given, rather elaborate rules for imputing, or arbitrarily assigning, withdrawal dates were developed and used in these analysis; these rules are not listed here.

For the to-from analyses reported in Sections I through III of the paper on mobility patterns, a random sample containing 71,327 MSRTS records on the 6 June 1976 data base was used. From the SH segments of these children, the whereabouts of each child (who had been first enrolled on the MSRTS by that time) was established for each of the 34 dates represented by the 17 pairs of dates listed. Tabulations described below were then made.

A. State Tabulations

For each of the pairs of dates, 51 x 51 contingency tables were prepared, where row headings were the 48 contiguous United States, Puerto Rico, the District of Columbia, and "unspecified," indicating the location of a child on the earlier date in the pair. Column headings represented the location of the child on the second date in the pair. Thus, any figure (other than zero) in any cell indicated the number of children who were located in one particular State at the beginning of the period, and in another State (or unspecified) at the end of the period, regardless of the presence of, or number of, intervening moves. A sample of part of the printout involving two dates is shown in Figure A.1.

B. Definition of "Unspecified"

With very rare exceptions there is a lapse of time between the date of a withdrawal (whether that date is listed, or is imputed by one of the rules given above) and a subsequent enrollment. The elapsed intervening time might be travel time, a summer vacation, or other time for which the MSRTS data give no definition of location. Any such time is denoted by the term "unspecified."

Since, at any given time, approximately 25% of the children listed on the MSRTS are not shown to be in any particular place (i.e., no active MSRTS enrollment is shown), even during the academic year the average child's location is "unspecified" about a fourth of the time.

Regardless of the dates chosen to constitute a pair, a significant portion of the moves indicated by the data involve the "unspecified" state. If a child does not show a MSRTS enrollment on the first date of the pair, but does on the second, the child must be counted as moving from "unspecified" to the State shown, even if an examination of the record shows that he left another State immediately prior to the first date. Similarly, if a child is shown to be enrolled on the first date of a pair, but this enrollment is terminated, and no enrollment is shown for the second date, a move from the State of enrollment to "unspecified" is counted.

TABLE 1 PRESENTS DATA ONLY ON STUDENTS WITH -1 INTERMEDIATE MOVES,
(-1 MEANS ALL STUDENTS ARE CONSIDERED IN TABLES 1 & 2 REGARDLESS OF INTERMEDIATE MOVES)

BEST COPY AVAILABLE

ORIGIN	ENROLLED ON		FINAL DESTINATION (INCLUDING THOSE WHO DON'T MOVE, IF INTMD=-1 OR 0)															
	750715	751015	AL	AZ	AR	CA	CO	CT	DE	DC	FL	GA	ID	IL	IN	IA	KS	KY
AL	133	175	1	0	3	0	0	0	0	0	6	0	0	0	1	0	0	0
AZ	150	123	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AR	115	995	0	0	90	0	0	0	0	0	1	0	0	0	0	0	0	0
CA	2801	9327	0	22	1	2008	0	0	0	0	0	0	0	0	0	0	0	1
CO	452	531	0	3	0	1	187	0	0	0	0	0	1	0	0	0	0	0
CT	291	135	0	0	0	0	0	64	0	0	6	0	0	0	0	0	0	0
DE	73	40	0	0	0	0	0	0	30	0	7	0	0	0	0	0	0	0
DC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FL	128	5348	0	0	0	0	0	0	0	0	118	0	0	0	0	0	0	0
GA	18	554	0	0	0	0	0	0	0	0	1	6	0	0	0	0	0	0
ID	590	802	0	3	0	1	1	0	0	0	0	0	248	0	0	0	0	0
IL	337	90	0	0	0	0	0	0	0	0	1	0	0	73	0	0	0	0
IN	350	145	0	0	0	0	0	0	0	0	23	0	0	0	72	0	0	0
IA	24	25	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0
KS	174	124	0	0	0	0	0	0	0	0	0	0	0	0	0	44	0	0
KY	860	973	0	0	0	0	0	0	0	0	0	0	0	0	0	0	851	0
LA	161	183	0	0	0	0	0	0	0	0	0	0	0	0	0	0	103	0
ME	490	660	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	477
MD	155	45	0	0	0	0	0	0	1	0	24	0	0	0	0	0	0	0
MA	358	75	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0
MI	1870	954	0	0	0	4	0	0	0	0	36	0	0	0	4	0	1	0
MN	614	22	0	0	0	3	4	0	0	0	6	0	1	0	0	0	0	0
MS	319	919	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MO	32	541	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
MT	88	9	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0
NE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NV	7	72	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NJ	213	260	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
NM	126	787	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0
NY	875	1159	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0	1
NC	761	1278	0	0	1	0	0	0	0	0	14	0	0	0	1	0	0	0
ND	305	16	0	0	0	0	2	0	0	0	2	0	1	0	0	0	0	0
OH	759	177	0	0	0	0	0	0	0	0	31	0	0	0	0	0	0	0
OK	40	326	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
OR	224	866	0	4	0	3	0	0	0	0	0	0	2	0	0	0	0	0
PA	164	449	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
PR	0	960	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SC	120	61	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0
SD	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TN	82	64	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0
TX	7074	17724	0	1	0	3	5	0	0	0	3	0	0	0	1	0	0	0
UT	91	19	0	3	0	1	1	0	0	0	0	0	0	0	0	0	0	0
VT	17	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VA	134	185	0	0	0	0	0	0	1	0	19	0	0	0	0	0	0	0
WA	402	1435	0	1	0	4	0	0	0	0	0	0	1	0	0	0	0	0
WV	1	89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WI	316	115	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	0
WY	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UNSP	35388	7699	174	1096	849	7297	326	71	8	0	5005	548	548	16	65	20	79	122
TOTAL	57682	57682	175	1233	995	9327	531	135	40	0	5348	554	802	40	145	25	124	973

TABLE 1 PRESENTS DATA ONLY ON STUDENTS WITH -1 INTERMEDIATE MOVES,
 (=1 MEANS ALL STUDENTS ARE CONSIDERED IN TABLES 1 & 2 REGARDLESS OF INTERMEDIATE MOVES)

BEST COPY AVAILABLE

ORIGIN	FINAL DESTINATION (INCLUDING THOSE WHO DON'T MOVE, IF INTMD=-1 OR 0)																			
	MD	MA	MI	MN	MS	MU	MT	ME	MY	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	PH
AL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AZ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AR	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CA	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
CD	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	0	0	0
CT	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FL	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0
IL	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
IN	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MD	29	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0
MA	0	55	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	56	2
MI	0	0	5	0	0	1	0	0	0	0	0	0	0	0	0	5	0	1	0	0
MN	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0
MS	0	0	0	0	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MU	0	0	0	0	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NJ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OH	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UNSP	16	20	440	3	611	520	3	0	65	0	71	705	475	639	6	52	301	740	156	956
TOTAL	45	75	954	22	919	543	9	0	72	0	260	787	1159	1276	10	177	326	666	449	960

Figure A.1.b
45

TABLE 1 PRESENTS DATA ONLY ON STUDENTS WITH -1 INTERMEDIATE MOVES.
(-1 MEANS ALL STUDENTS ARE CONSIDERED IN TABLES 1 & 2 REGARDLESS OF INTERMEDIATE MOVES)

BEST COPY AVAILABLE

ORIGIN	FINAL DESTINATION (INCLUDING THOSE WHO DUNIT MOVE, IF INTMD=-1 OR 0)												UNSP	NET CHANGE	STUDENTS STILL IN SAME STATE
	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY			
AL	0	0	0	0	9	0	0	0	0	0	0	0	112	42	1
AZ	0	0	0	0	0	0	0	0	0	0	0	0	50	1083	100
AR	0	0	0	0	0	0	0	0	0	0	0	0	23	880	90
CA	0	0	0	0	34	0	0	0	3	0	0	0	729	6526	2008
CO	0	0	0	0	52	0	0	0	0	0	0	0	205	79	187
CT	0	0	0	0	0	0	0	4	0	20	0	0	104	-150	64
DE	0	0	0	0	4	0	0	0	0	0	0	0	30	-33	30
DC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FL	0	0	0	0	0	0	0	0	0	0	0	0	9	5220	118
GA	0	0	0	0	0	0	0	0	0	0	0	0	10	536	6
ID	0	0	0	0	34	0	0	0	2	0	0	0	249	212	248
IL	0	0	0	0	35	0	0	0	0	0	1	0	225	-247	73
IN	0	0	0	0	71	0	0	0	0	0	0	0	179	-205	72
IA	0	0	0	0	4	0	0	0	0	0	0	0	15	1	5
KS	0	0	0	0	13	0	0	0	0	0	0	0	117	-50	44
KY	0	0	0	0	0	0	0	0	0	0	0	0	9	113	851
LA	0	0	0	0	0	0	0	0	0	0	0	0	58	22	103
ME	0	0	0	0	0	0	0	0	0	0	0	0	13	170	477
MD	0	0	0	0	5	0	0	0	0	0	0	0	88	-110	29
MA	0	0	0	0	0	0	0	0	0	20	0	0	213	-283	55
MI	0	0	0	0	289	0	0	0	1	0	1	0	1034	-416	492
MN	0	0	0	0	186	0	0	0	10	0	0	0	375	-592	19
MS	0	0	0	0	0	0	0	0	0	0	0	0	17	600	302
MO	0	0	0	0	0	0	0	0	0	0	0	0	11	511	20
MT	0	0	0	0	16	0	0	0	3	0	0	0	59	-79	6
NE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NV	0	0	0	0	0	0	0	0	0	0	0	0	1	65	6
NH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NJ	0	0	0	0	0	0	0	0	0	0	0	0	23	47	186
NM	0	0	0	0	25	0	0	0	0	0	0	0	24	661	74
NY	0	0	0	0	17	0	0	0	0	0	0	0	170	284	677
NC	0	0	0	0	4	0	0	2	0	0	0	0	304	517	427
ND	0	0	0	0	76	0	0	0	2	0	1	0	210	-289	10
OH	0	0	0	0	211	0	0	0	0	0	0	0	400	-582	110
OK	0	0	0	0	1	0	0	0	0	0	0	0	13	286	23
OR	0	0	0	0	11	0	0	0	0	0	0	0	82	602	122
PA	0	0	0	0	0	0	0	0	0	0	0	0	21	285	142
PR	0	0	0	0	0	0	0	0	0	0	0	0	0	460	0
RI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SC	0	33	0	0	1	0	0	0	0	1	0	0	68	-59	33
SD	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0
TN	0	0	0	44	2	0	0	0	0	0	0	0	30	-18	46
TX	0	0	0	0	6560	0	0	0	0	0	0	0	494	10650	6560
UT	0	0	0	0	6	18	0	0	0	0	0	0	62	-72	18
VT	0	0	0	0	0	0	17	0	0	0	0	0	0	0	17
VA	0	0	0	0	3	0	0	20	0	0	0	0	83	51	20
WA	0	0	0	0	15	0	0	0	279	0	0	0	102	1033	279
WV	0	0	0	0	0	0	0	0	0	0	0	0	1	88	0
WI	0	0	0	0	36	0	0	0	0	0	80	0	196	-201	80
WY	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0
UNSP	0	28	14	18	10004	1	0	159	1135	48	32	3	1431	-27689	1431
TOTAL	0	61	14	64	17724	19	17	185	1435	89	115	3	7699		15661

Figure A.1.c
46

STATE	ON 750715	ON 751015	(ENROLL) COLUMN 1	(WITHDRAW) COLUMN 2	(WITHIN) COLUMN 3	(OUT) COLUMN 4	(REINRL) COLUMN 5	COLUMN 6	COLUMN 7
AL	133	175	197	154	5	148	190	0	41
AZ	150	1233	1320	237	74	87	1170	2	276
AR	115	945	1054	174	59	70	950	36	364
CA	2801	9327	9775	3220	1384	1095	7621	379	2201
CO	452	531	649	555	170	326	405	33	98
CT	291	135	146	302	49	247	91	13	54
DE	73	40	85	117	51	64	31	1	4
DC	0	0	0	0	0	0	0	0	0
FL	128	5348	5573	353	81	219	5439	75	1431
GA	18	554	547	81	19	33	569	1	165
ID	590	802	982	768	230	426	638	8	196
IL	337	90	138	381	41	301	54	21	6
IN	350	145	796	991	267	677	472	27	18
IA	24	25	32	31	3	22	23	0	14
KS	174	124	124	174	15	132	82	7	39
KY	860	973	133	19	1	14	127	851	98
LA	161	183	193	171	74	68	90	13	26
ME	490	600	618	448	329	31	201	143	159
MD	155	45	58	165	19	140	30	20	10
MA	358	75	98	381	59	314	31	6	11
MI	1870	954	1202	2086	377	1595	679	190	193
MN	614	22	11	803	1	602	10	18	3
MS	319	919	976	373	201	43	643	6	105
MO	32	543	572	61	20	28	539	1	157
MT	88	9	12	91	0	91	12	6	1
NE	0	0	10	10	0	10	10	0	0
NV	7	72	67	2	1	1	66	5	41
NH	0	0	0	0	0	0	0	0	0
NJ	213	260	139	92	56	27	74	130	49
NM	126	787	836	173	32	77	738	5	228
NY	875	1159	1043	729	355	268	552	402	211
NC	761	1278	1330	813	339	370	867	14	421
ND	305	16	23	312	8	302	13	5	3
OH	759	177	1205	1766	613	1053	471	24	12
OK	40	326	373	87	15	34	325	3	66
OR	224	866	938	287	114	139	781	10	205
PA	164	449	435	149	40	29	314	33	88
PR	0	960	960	0	0	0	960	0	951
RI	0	0	0	0	0	0	0	0	0
SC	120	61	50	102	2	100	41	33	24
SD	0	14	14	0	0	0	14	0	2
TN	82	64	48	65	18	39	21	20	13
TX	7074	17724	12701	2006	916	734	11384	5431	2043
UT	91	19	19	86	3	82	10	18	1
VT	17	17	0	0	0	0	0	17	0
VA	134	185	224	166	14	149	200	6	58
WA	402	1435	1640	597	239	232	1265	45	367
WV	1	89	100	12	5	7	45	0	10
WI	316	115	174	372	59	303	102	43	22
WY	0	3	11	8	0	6	11	0	0
UNSP	35388	7699							
TOTALS	57682	57682	47681	19750	6360	10742	36431	8101	10625

COLUMN 1 = NO. OF ENROLLMENTS (COUNTING SAME-SCHOOL RE-ENROLLMENTS)
 COLUMN 2 = NO. OF WITHDRAWALS
 COLUMN 3 = NO. OF MOVES WITHIN THE STATE (NOT COUNTING SAME-SCHOOL RE-ENROLLMENTS IF REINRL = 0)
 COLUMN 4 = NO. OF MOVES OUT OF STATE
 COLUMN 5 = NO. OF MOVES INTO STATE
 COLUMN 6 = NO. ENROLLED WITH NO MOVES DURING PERIOD
 COLUMN 7 = NO. ENROLLED FOR 1ST TIME IN MSKTS DURING THIS TIME PERIOD

Obviously the existence of the "unspecified" definition complicates the analysis of mobility data, and obscures some perfectly straightforward migration. No satisfactory procedure has been developed to avoid this difficulty.

C. Analysis of Data

As was indicated in the body of the paper, the number of moves involving particular States at specific times is generally small, so that no attempt was made to analyze the data by statistical methods. Sequential examination of a series of tabulations for an individual State will, however, yield a good idea of the immediate origin of children moving interstate into that State; the immediate destination of children moving interstate away from that State; and the time of these moves. Tabulations of this type were used to develop the State by State descriptions of movement patterns given in Section III of the main paper.

Movement patterns among regions, discussed in Section II of the paper, were derived by aggregating data for individual States.